

English/Language Arts

Oral Language Standards	Descriptors
Oral Presentation	<ul style="list-style-type: none"> <input type="checkbox"/> Contribute knowledge to class discussion in order to develop ideas for a class project. <input type="checkbox"/> Sustain a conversation on topic. <input type="checkbox"/> Adapt language to persuade, to explain, or to seek information. <input type="checkbox"/> Give oral presentations about experiences or interests using eye contact, pace, adequate volume, and clear pronunciation. <input type="checkbox"/> Make content area presentations. <input type="checkbox"/> Express an opinion of a literary work or film in an organized way, with supporting detail. <input type="checkbox"/> Make informal presentations that have a recognizable organization (sequencing, summarizing). <input type="checkbox"/> Use teacher-developed assessment criteria to prepare their presentations. <input type="checkbox"/> Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.
Reading Standards	Descriptors
Identify, analyze, and apply knowledge of the characteristics of different genre	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the characteristics of nonfiction through an analysis of biography, autobiography and informational materials. <input type="checkbox"/> Identify the characteristics of fiction through an analysis of realistic and historical fiction. <input type="checkbox"/> Identify the adventures or exploits of a character type in traditional literature. <input type="checkbox"/> Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading. <input type="checkbox"/> Identify rhyme and rhythm, repetition, similes, and sensory images in poems. <input type="checkbox"/> Identify the lessons learned from folktales and fables.
Understanding a text by applying reading strategies.	<ul style="list-style-type: none"> <input type="checkbox"/> Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. <input type="checkbox"/> Use letter-sound knowledge to decode written English. <input type="checkbox"/> Recognize dialect in the conversational voices in folk tales. <input type="checkbox"/> Identify formal and informal language used in advertisements read, heard and or seen. <input type="checkbox"/> Recognize main idea and supporting details. <input type="checkbox"/> Provide detail about characters, setting, and events when retelling a story. <input type="checkbox"/> Identify and analyze the elements of plot, character, and setting in the stories they read and write.

	<ul style="list-style-type: none"> ❑ Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed. ❑ Make inferences and predictions. ❑ Connects fiction and non-fiction themes to personal experience. ❑ Apply strategies to make predictions, to self-correct, and to reread to construct meaning. ❑ Use 3 cueing systems to construct meaning from text. ❑ Summarize, paraphrase, compare/contrast information from several sources. ❑ Imaginative/literary texts: Identify and show the relevance of foreshadowing clues. Identify sensory details and figurative language. Identify the speaker of a poem or story. Make judgments about setting, characters, and events and support them ❑ Informational/expository texts: Locate facts that answer the reader's questions. Distinguish cause from effect. Distinguish fact from opinion or fiction. Summarize main ideas and supporting details. ❑ Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary). ❑ Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations). ❑ Identify and use knowledge of common organizational structures (chronological order). ❑ Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.
Understands and uses new vocabulary	<ul style="list-style-type: none"> ❑ Use syllabication skills to read and write (compound words). ❑ Identify the meaning of common prefixes, suffixes, and root words. ❑ Determine meaning of words and alternate word choices using a dictionary or thesaurus. ❑ Identify the meaning of common idioms, figurative phrases, and playful uses of language. ❑ Identify words appealing to the senses or involving direct comparisons in literature or spoken language. ❑ Determine the meaning of unknown words using their context. ❑ Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence. <p>Identify and apply the meaning of the terms <i>antonym</i>, <i>synonym</i>, <i>homograph</i> and <i>homophone</i>.</p>

Writing Standards	Descriptors
Writes with organization, stays on topic including sufficient detail	<ul style="list-style-type: none"> ❑ Writes stories with a beginning, middle and end. ❑ Use appropriate language for different audiences (<i>other students, parents</i>) and purposes (<i>letter to a friend, thank you note, invitation</i>). ❑ Improve word choice by using a dictionary and thesaurus. ❑ Organize plot events of a story. ❑ Organize ideas for a brief response to a reading. ❑ Organize ideas for an account of personal experience in a way that makes sense. ❑ Summarize information. ❑ Respond to open-ended questions in all content areas. ❑ Write an essay and /or composition with developed story elements (plot, character, setting, beginning theme). ❑ Self and peer edit for meaning, organization, and content. ❑ Use note-taking, paraphrasing and summarizing strategies. ❑ Write for different audiences and purposes using various genres (<i>research/non-fiction reports, biography, tall tale, historical-fiction, poems</i>). ❑ Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. ❑ Identify and apply steps in conducting and reporting research: <ul style="list-style-type: none"> • Define the need for information and formulate open- ended research questions. • Initiate a plan for searching for information. • Locate resources. • Evaluate the relevance of the information. • Interpret, use, and communicate the information. • Evaluate the research project as a whole.
Applies conventions of grammar, mechanics and spelling in daily writing	<ul style="list-style-type: none"> ❑ Spells grade level high frequency words correctly. ❑ Writes legibly in cursive. ❑ Demonstrates control over grade-level focus correction areas (FCAs). ❑ Applies a variety of spelling strategies. ❑ Applies conventional punctuation and usage (<i>subject and verb agreement</i>) in daily writing. ❑ Identify parts of speech (nouns, pronouns, verbs, adjectives, prepositions, conjunctions and adverbs) ❑ Spell most commonly used homophones correctly in their writing (<i>there, they're, their; two, too, to</i>). ❑ Uses conventional mechanics (<i>end marks, commas for series, capitalization</i>). ❑ Identify and use correct sentence structure and various types, such as, simple, interrogative, and imperative. ❑ Identify and use correct paragraph format, such as, indentations, topic sentences

	with related ideas, and conclusions.
Media Standards	Descriptors
Media	<ul style="list-style-type: none">❑ Compare stories in print with filmed adaptations, describing the similarities and differences in the portrayal of characters, plot and setting.❑ Create presentations using computer technology.